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29 August 1957

MEMORANDUM FOR: Deputy Director/Support

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ATTENTION:

SUBJECT: Report on Two-Week Seminar "Human Relations,"  
Summer Program in Executive Development for  
Federal Administrators, University of Chicago,  
5-16 August 1957

1. This memorandum contains matters of information for the Deputy Director/Support. It is submitted subsequent to the undersigned's attendance at subject training activity.

2. For purposes of convenience to parties interested in this report, it has been divided into five sections:

- a. Staff and Student Composition.
- b. Logistics of Course Presentation, and Allied Matters.
- c. Form of Course Presentation.
- d. Substance of Course Presentation.
- e. Conclusions.

STAFF AND STUDENT COMPOSITION

3. The Seminar on Human Relations was presented by a staff of nine to a class of twenty-one individuals. The affiliation of the staff was:

- a. (1) Two full-time members of the University of Chicago faculty.
- (2) Three individuals associated with the University of Chicago, and other academic and research institutions.
- (3) One management consultant who also is a part-time lecturer at Illinois Institute of Technology.

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(4) One full-time member of Carnegie Institute of Technology faculty.

(5) One full-time member of University of Michigan faculty.

(6) One individual presently associated with the United Nations, and formerly on the University of Chicago faculty.

b. The affiliation of the students was: (Tab A)

(1) CIA; 2

(2) Department of Health, Education and Welfare; 1

(3) Tennessee Valley Authority; 1

(4) Atomic Energy Commission; 3

(5) Civil Service Commission; 2

(6) Department of the Army; 3

(7) Department of Agriculture; 3

(8) Federal Communications Commission; 1

(9) Federal Power Commission; 1

(10) Air Force; 1

(11) U. S. Patent Office; 1

(12) Private industry; 1 (Executive Vice President, Southern Farm Bureau Casualty Insurance Company)

4. During the tenure of the course portions of it were audited by representatives of the Ford Foundation and the Brookings Institute.

5. It is interesting to note the variety of administrative arrangements under which individuals attended this course. Some, e.g., AEC, CIA, Air Force, were on a temporary duty status, with transportation and per diem paid (AEC received maximum of \$12/day) and the Agencies paid the tuition; many others were there by virtue of a Ford Foundation scholarship for tuition, but the individuals were on annual leave and were authorized no transportation or per diem.

LOGISTICS OF COURSE PRESENTATION

6. All sessions, except one, were held in conference rooms in the International House. Accordingly, residence in the International House was extremely convenient, such convenience being the compensation for the otherwise spartan austerity which was the outstanding feature of that particular hostelry.

7. The administration of the course per se failed to reflect any particular glory to the sponsors. Instructors failed at times to meet appointed sessions, some admitted to a lack of briefing on the purposes of the Seminar, and there was a significant failure to have available sufficient copies of texts which were highly commended to us as corollary reading. The later point was so blatant that the University proceeded to purchase at the last moment and present to each departing student two texts that had been the object of frequent reference during the two weeks. Frequent reference was also made to mimeographed copies of lecture notes and a recommended bibliography that were to be distributed. We were informed, as we departed, that such material would be mailed to us.

FORM OF COURSE PRESENTATION

8. The sessions during the two weeks were divided into four types of presentations: (Tab B)

a. "Seminars": A seminar was held each morning from 9 to 12, conducted by an Assistant Professor in the School of Business, University of Chicago. This session represented the core of the course. It was conducted by a Mr. Norman Martin, who was one of the most impressive individuals with whom I have ever had contact. His contribution equalled at least the combined contributions of all other staff members.

b. "Lectures": These were held each afternoon from 3:30 until 5:30. While several of the presentations met the definition, particularly those by Professor Harold Guetzkow of Carnegie Tech, at least half of them were informal "bull sessions", the value of which was conjectural.

c. "Clinics": These were held for two hours each, three days a week, and were designed to integrate the entire content of the two-week Seminar. The majority were conducted by a Mr. Harold Miller, Director of the Center for Adult Liberal Education. Because of Mr. Miller's expressed philosophy, they were primarily concerned with the sociological values and the psychological concepts to be considered in the administrative processes.

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d. "Workshop": This experience occupied the class 9 to 5 on Saturday, and 10 to 1 on Sunday. It was labelled a practical exercise in applying the administrative processes to typical test cases. It was conducted by Mr. Miller (see paragraph 8c above) assisted by two individuals, one a young female clinical psychologist associated with Northwestern University and the Veteran's Administration, and the other a male who was Director of Publications for the Portland Cement Association. The class consisted of all those attending the two-week Seminar and half of those attending the four-week Institute.

9. The distinction among these four presentations was much more artificial than real. The "seminars" included much formal lecture material, the "lectures" quite often ended on a seminar basis, and the "clinics" were on the same basis as the lectures and seminars. The "workshop" had a certain potential for value, but failed to realize it because of the lack of competence of the three-man staff panel to organize and conduct it properly. At the conclusion of the workshop, the staff-panel asked for a verbal and written evaluation. Considerable dissatisfaction was evidenced by over half of the class, in answer to the invitation for verbal comments. The "clinic" session, likewise, received such little direction from the Seminar sponsors that open debate took place between two staff members during one clinic in an endeavor to ascertain the purpose of the session.

#### SUBSTANCE OF COURSE PRESENTATION

10. The particular Seminar under discussion was entitled "Human Relations." In effect, that was its specific theme, but only three hours a day. The remainder of the time, i.e., the afternoon hours, the group enrolled in the "Human Relations Seminar" met in joint session with a group of equal number enrolled in a four-week Institute of "Decision-Making in Administration." These afternoon hours had presentations obviously designed to be a background theme for both groups. Lectures on such diverse topics as:

- a. "Politics, Administration, and Law"
- b. "Communications in the Administrative Process"
- c. "The Decision-Making Conference as an Administrative Tool"

were given.

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11. With particular reference to the specific theme, "Human Relations," I feel that the individual who worked with our group three hours a morning for ten days made a significant contribution. By natural attribute and intelligence, and by formal education and experience, he was outstandingly qualified for his task. His pattern of presentation gave clear evidence of considerable thought on maximum utilization of time, and proper organization of material. He would state the premise for discussion, admit any personal bias, develop academic background on the point, allude to practical examples, and then call for group discussion. In no sense was he dogmatic or theoretical. The area of the application of the various tenets of human relations in an administrative, or command, situation were explored in depth, and one was allowed to draw one's own conclusions as to the relative merits of "participative management" as opposed to an authoritarian approach. In order to assist in the drawing of conclusions, the principles of Machiavelli concerning the manipulation of people were aired to the same degree as were the psychological drives and natures of man to which appeal can be made for cooperation.

12. With continuing reference to the specific theme on Human Relations, I find it impossible to assess the immediate, practical, tangible advantage gained from the sessions. However, I believe there exists a very close analogy with the religious retreat exercise. As in the religious retreat, there was here an endeavor to stop time in point, and leisurely review in detailed fashion, those mental processes which in an actual working situation are done practically automatically. This approach was a beneficial one, and perhaps was the chief advantage of the course. The opportunity for self-introspection was unique and certainly assisted in sharpening one's mental equipment. The various themes chosen by Mr. Martin for discussion and comment also offered an opportunity to analyze and evaluate various approaches to subordinates and peers in order to enlist their support for the accomplishment of a unit's task.

13. With reference to the entire content of the course, I believe it is fair to say that a conscientious effort was made to present it on a graduate academic level. No "skills" were stressed, and no "school solutions" were advocated. Staff members obviously were given free rein in presenting their positions on the depth to which one should go in attempting to maintain harmonious relationships while getting on with the job. As examples, Professor Martin's approach was replete with caution on emphasizing human relations in administration. Conversely, Professor David Moore of the University of Michigan almost advocated the application of John Dewey's progressive theory of education to management.

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#### CONCLUSIONS

14. The University of Chicago lacked a desired degree of candor in failing to note in their published brochure the experimental nature of the course. They are obviously learning as they are doing. On-balance I would say the course justified the money of the Agency and the time of the undersigned, but only in light of the stage of development of the course. All students were asked to submit a lengthy and detailed evaluation (see Tab C) of the course. If the University can profit by certain observations and suggestions made by many of the students, then the development of their programs for Federal Administrators will warrant continued attendance by personnel of this Agency. If, however, they fail to attract more competent staff members and fail to better organize and integrate their presentations, the program has the seeds of its own destruction. Accordingly, I believe it would be in order for the Agency to sponsor attendance at sessions during the summer of 1958, and ascertain whether the Chicago program has sufficiently developed to warrant further participation.

15. Note should be taken of the excellent caliber of the men who attended this course. One of the chief benefits from the program was association with the group of students. Invaluable contributions to the group were made by many students during the seminars and the group discussions. Indeed, the collective contribution made by the group at least equalled the contribution made by the staff.



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